

ABSTRAK

ABAS SUSILO: Pengembangan LKS IPA untuk Meningkatkan Keterampilan Proses Sains dan Kemampuan Berpikir Kritis Siswa SMP Kelas VII dengan Pendekatan *Guided Inquiry*. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2014.

Penelitian ini bertujuan untuk mengungkapkan: (1) kelayakan dan (2) keefektifan LKS IPA dengan pendekatan *guided inquiry* untuk meningkatkan keterampilan proses sains dan kemampuan berpikir kritis siswa SMP kelas VII.

Penelitian ini merupakan penelitian dan pengembangan untuk menghasilkan produk LKS IPA dengan pendekatan *guided inquiry*. Prosedur pengembangan dalam penelitian ini mengacu pada langkah-langkah dari Model Borg & Gall yang meliputi studi pendahuluan, perencanaan, pengembangan draf, validasi dan revisi, uji coba terbatas dan revisi, uji coba lapangan dan penyempurnaan produk, dan diseminasi. Validasi produk dilakukan oleh tiga dosen ahli, tiga guru IPA, dan dua orang teman sejawat. Uji coba terbatas dilaksanakan di kelas VII D SMP N 2 Turi. Uji coba lapangan dilaksanakan di kelas VII B SMP N 2 Turi sebagai kelas eksperimen dan kelas VII C SMP N 2 Turi sebagai kelas kontrol. Alat pengumpul data pada penelitian ini adalah lembar validasi produk, angket respon siswa, lembar keterlaksanaan RPP, lembar observasi keterampilan proses sains, dan soal pretes dan postes keterampilan proses sains, kemampuan berpikir kritis, dan hasil belajar kognitif siswa.

Hasil penelitian ini adalah LKS IPA dengan pendekatan *guided inquiry* dengan kelayakan menurut penilaian ahli nilai rata-rata sebesar 4,16 dengan kategori “Baik”, dan guru serta teman sejawat nilai rata-rata $\geq 4,2$ dengan kategori “Sangat Baik”. LKS IPA dengan pendekatan *guided inquiry* mampu meningkatkan keterampilan proses sains, kemampuan berpikir kritis, dan hasil belajar kognitif siswa SMP kelas VII.

Kata Kunci: *LKS IPA, guided inquiry, keterampilan proses sains, kemampuan berpikir kritis, dan hasil belajar kognitif*

ABSTRACT

ABAS SUSILO:*Developing a Science Worksheet to Improve the Science Process Skills and Critical Thinking Ability of 7th Grade Students Using the Guided Inquiry Approach.***Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2014.**

This research aims to reveal: (1) the appropriateness, and (2) effectiveness of a science worksheet using guided inquiry approach to improve the science process skills and critical thinking ability of 7th grade students.

This was a research and development study to produce a science worksheet using the guided inquiry approach. The developmental procedure in this research was based on the procedural model from Borg and Gall model including preliminary study, planning, developing prototype, validation and revision, preliminary field test and revision, operational field test and finishing product, and dissemination. The product validation was carried out by three professors, three science teachers, and two colleagues. The preliminary field test was conducted to the 7th grade students of class D of SMP N 2 Turi. The operational field test was conducted to the 7th grade students of class B of SMP N 2 Turi as the experimental class and class C of SMP N 2 Turi as the controlled class. The data collection instruments included a product validation sheet, a questionnaire for students' responses, a sheet for lesson plan implementation, and a pretest and posttest of science process skills, critical thinking ability, and cognitive learning achievement of the students.

The result of this research is a science worksheet using the guided inquiry approach with the appropriateness from professors' mean score of 4.16, which is in a "Good" category and from the teachers' and colleagues' mean score of ≥ 4.2 which is in a "Very Good" category. The science worksheet using the guided inquiry approach is effective to improve the science process skills, critical thinking ability, and cognitive learning achievement of the 7th grade students of junior high school.

Keywords: *science worksheet, guided inquiry, science process skills, critical thinking ability, and cognitive learning achievement*